DOCUMENT RESUME

ED 024 914 AC 003 506

By- Luke, Robert A., Ed.; Warren, Virginia B., Ed.

It Can Be Done: Practical Suggestions for Building an Adult Education Program That Has Impact.

National Association for Public School Adult Education, Washington, D.C.
Pub Date 64
Note- 60p.
Available from- National Association for Public School Adult Education, NEA, 1201 16th St., N. W., Washington, D. C. 20036 (HC $1.00).
EDRS Price MF- $0.50 HC Not Available from EDRS.
Descriptors- *Case Studies (Education), Community Surveys, Directories, Federal Legislation, Graduate Study, *Information Sources, Instructional Aids, *Manuals, Professional Associations, Program Content, *Program Planning, *Public School Adult Education

This manual consists of suggestions for setting up new public school adult education programs and extending and enriching existing ones to attack such community concerns as unemployment and the effects of automation. Tax support and local control are considered essential in initiating a program. Suggested steps in planning are hiring the director, setting up advisory committees, planning the program content based on community needs, locating and preparing teachers, organizing the schedule, publicizing the program, and evaluating the program. Numerous case studies include reprints of letters written by adult educators while organizing, administering, extending, and publicizing programs in specific communities. Directories list state directors of adult education, state and regional associations of public school adult educators and their presidents, graduate programs in adult education, and NAPSAE project communities. The manual concludes with a digest of Federal legislation on adult education and list of NAPSAE program aids such as handbooks, periodicals, films, and filmographs. (se)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

B41:645

PROCESS WITH MICROFICHE A
PUBLISHER'S PRICES. MICR
FICHE REPRODUCTION ONL

Adult Aidin

By SHERM WILLIAMS

Adult education gives a cond chance to high school udents who drop out of chool and, at the same time, emains closely geared to ommunity needs, Dr. T. Stanley Warburton told the annual all conference of the California Association of Adult Education Administrators Friday night.

Dr. Warburton of Fuller is associate superintendent the division of college adult education for the Angeles City School Distr He was principal speaker the annual banquet which closed CAAEA's three-day session in the Lafayette Hotel.

* * * *

"ADULT education is doing a real job in giving a second chance to the student who drops out of high school," he said. "The dropout frequently learns the hard way he can't get to first base in the commercial world.

ocal TV Station ill Broadcast nglish Series

cern for, moral and spi values help the indi worker contribute. R for the complexity of

ion of such individuals with a view to ma ne dependent on others, improving their pational training and otherwise increasi nore productive and profitable employm able to meet their adult responsibilities.

UNIFIED SCHOOL DIST
LOMPOC, CALIFORNIA

POST OFFICE BOX H

Illinois to Start Schooling for Aid Recipients

SPRINGFIELD, ILL. (AP). — A state-wide basic adult education program for selected Public Aid recipients will be put into effect

Dr. Dominick Lacovara
242 Oakridge Road
Federal Correction Institut
Lompoc, California

Dear Dr. Lacovara:

We are looking forward wit
"Sign Posts Along the Road
for th
:30 n

The Johnson Administration's anti which includes sections with educatio tions—passed the Senate by voice vot 11 and went to the White House for th signature. The bill sets up a job cor eventually enroll 100,000 youth in rem tion and job training programs. In a bill establishes work training to keep 200,000 teen-agers from dropping out o

Other highlights of the bill: provi work-study program to help needy colle by financing part-time work; funds for munity

300,000 Illiterates in S

Adults Taug

TRENTON, Oct. 26.—A father of 11 children — husky, affable Albert B., aged 45—is going to school to learn to read and write.

ting Alb
off its
that by
ployme
land ca

BOARD OF EDUCAT
POUGHKEEPSIE CITY SCHO
POUGHKEEPSIE, NEW

IT CAN BE DONE

Practical Suggestions for building an Adult Education Program that has Impact

DR. EDWIN L. HUNGER
SUPERINTENDENT OF SCHOOLS
RUDOLPH A. ALBANESE

AEO3506 ED024914

JEFFERSON COUNTY PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT
EDUCATION CENTER
P. O. BOX 18125
3332 NEWBURG ROAD
LOUISVILLE 18, KENTUCKY

CHARD VANHOOSE
SUPERINTENDENT

ember 18, 1963

Commissioner Glenn Lovern
Department of Public Safety
Frankfort, Kentucky

Dear Commissioner Lovern:

May I take this opportunity
Jefferson County Board of Ed
mber of your dep
are a

List Project To Help Adults Read and Write

PILOT PROGRAM OFFERS ADULTS SPACE COURSES

early this year when the NASA approved a $2500 state-request- ed grant to make non-technica information about space explo ration available to adults.

The grant is being used to p instructors, support an ad committee and purchase ing materials.

Each lecture is tape-re and a copy of each instr material is kept on file. end of the 10-week pr the course information iled and sent to NA

Joint Sponsor

Special Manpower Tr Program Gets Under In North Philadelphi

The special adult vocational training program began si- multaneously on Monday, Sep- tember 23 at the Edison High School and the Dobbins Tech- nical High School. Thi for

Education Program Supported

Public School D has the endor Philadelphia Commerce. T this program 1000 Philade ically distres the lowest level of ha ployed, with and vocationa are furnish Department tion under t velopment The 1000

PROCESS WITH MICROFICHE AND PUBLISHER'S PRICES. MICROFICHE REPRODUCTION ONLY.

IT CAN BE DONE

Practical suggestions for building an

adult education program that has IMPACT

How-to-do-it suggestions for:

* setting up a new educational program for adults
* extending an on-going program
* enriching all programs

The National Association for Public School Adult Education
(a department of the National Education Association)
The American Association of School Administrators
1201 Sixteenth St., N.W. Washington, D.C. 20036

Copyright 1964

By
THE NATIONAL ASSOCIATION FOR
PUBLIC SCHOOL ADULT EDUCATION
Washington, D.C.

Library of Congress Catalog Card No. 64-8707

Permission to reproduce this copyrighted work has been granted to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office to Education to reproduce documents included in the ERIC system by means of microfiche only, but this right is not conferred to any users of the microfiche received from the ERIC Document Reproduction Service. Further reproduction of any part requires permission of the copyright owner.

Price: $1.00

CONTENTS

	Page
Foreword	5
Some Basic Principles	7
Steps in Planning	9
Here's How They Did It (Case materials from selected programs)	14
Starting The Basic Adult Education Program	42
Where To Look For Help	
State Directors of Adult Education	45
State and Regional Associations of Public School Adult Educators and Their Presidents	47
Graduate Programs in Adult Education	50
NAPSAE Project Communities	52
Digest of Federal Legislation on Adult Education	55
NAPSAE Program Aids	57

FOREWORD

"There is much that can and should be done to help individuals exert power over their own destiny. Education is the lever which can place in the hands of all citizens the power to help control change--not merely adapt to change.

"The public schools of America must help people find and use this power."

--Quotation from IMPACT, a joint publication of the National Association for Public School Adult Education and the American Association of School Administrators.

Our world is changing fast and mature decisions must be made rapidly--by mature minds. We affirm the need to provide a general, liberal education for all people which will not only help them understand as clearly as possible the nature of this changing world and its implications for them and their community, but will provide them with the educational background that will give them the flexibility of mind, spirit and skill required to adjust psychologically to a rapidly changing society. More than this, we must provide the kinds of educational experiences and opportunities for adults that will not put them at the mercy of social change, but rather give them the tools, intellect, and imagination which will enable them to influence change rather than merely adjust to it.

For reasons too obvious to restate, the groups most directly and immediately affected by the technological aspects of change are older workers, people living in rural areas, youth, and members of minority groups. One of our most difficult tasks then is to make certain that we do not delay in starting up the ladder of opportunity the individuals in these groups who traditionally have filled unskilled jobs--now so rapidly disappearing.

A high school education has become a minimum requirement in most occupations if a person is to advance in his job. Public school adult education programs are providing opportunities for grown-ups to return to school to pick up where they left off in their educational careers. Automation is changing our work habits and forcing thousands of Americans out of occupations for which they have been trained. Adult education programs across the nation are re-training these men and women to fill new jobs. Steadily mounting relief costs, continuing high levels of hard-core unemployment, conflicts in values--these and other reflections of individual and community misfunction--have implications for education that cannot be, and in many communities are not, ignored.

But how can school officials go about setting up educational programs that will attack these and other equally serious community concerns?

It is to answer these questions that this publication has been prepared. It is but one of three communication media used to stimulate discussion and action on the changing role of adult education in America's public schools. An illustrated brochure, IMPACT, tells a realistic and forceful story of how public schools across the nation are using education to help plan and direct social change for the benefit of the American people. A 13-minute filmograph, based on the brochure, is also available for showing to community audiences. The IMPACT materials are part of a three-year adult education demonstration program financed by a grant to the National Association for Public School Adult Education from The Fund for Adult Education. The keystone of the project was a series of subgrants made by the National Association for Public School Adult Education to 16 local school districts, enabling them to advance their director of adult education from part-time to full-time status. The director's additional time was to be devoted to developing programs in general adult education and education for public responsibility.

For information on how to obtain and use these resources in your community, write to AASA or NAPSAE, 1201 Sixteenth St., N.W., Washington, D.C. 20036.

In the preparation of "It Can Be Done," grateful acknowledgment is made to Mary Tinglof, past president, Los Angeles City Board of Education, for permission to condense her article "The Adult Educator in the School System," first published in the 1963 NAPSAE yearbook, FOCUS on Public School Adult Education, and to NAPSAE staff members Robert A. Luke and Virginia B. Warren for their editorial assistance. The list of graduate programs in adult education was compiled by the Florida Institute for Continuing University Studies, Myron R. Blee, president, Gainesville, Florida.

Nate Shaw
IMPACT Coordinator
(Director, Continuing Education,
Wayne, Mich., Community Schools.)

HOW TO

- START A NEW ADULT EDUCATION PROGRAM
- EXTEND AN ON-GOING PROGRAM
- ENRICH ALL PROGRAMS

Some Basic Principles

As school officials begin to give thought to building sound programs of adult education in their communities, it is well for them to learn from the experience of communities which have operated programs successfully. From these communities some basic principles have evolved:

1. There should be a well-balanced program of offerings to meet the varying needs and interests of adults. The ultimate test of the success of the program depends upon whether or not it makes a discernible difference in the lives of the individuals and in the life of the community. It should also stimulate adult students to want to explore other fields and develop new interests.

   It is important that the early attempts provide for classes and other learning activities which appeal to a variety of people. The program will be significant only to the extent it helps meet the social, economic, and cultural problems of the community and its citizens.

2. There should be community problem solving. When the director of adult education is a full-time, trained professional worker he is invariably deeply involved in community problem solving. Local industrialists ask for his help in setting up training programs for individuals who have lost their jobs because of automation. Local welfare agencies seek his cooperation in helping undereducated, unemployed men and women learn the basic skills of reading and writing so they can profit from further training. Organized labor comes to him for advice and help. He helps civic groups organize discussion sessions, lecture series, or workshops on human relations, international affairs, and community affairs.

   In order to perform these varied duties well, he must be well acquainted with all of the resources in the community--business, industry, government agencies, educational resources--so that he may tap them whenever necessary to meet his program's needs. He must combine knowledge of human relations with a strong sense of the values and techniques of promotion and publicity. He must have empathy for the socio-economic pressures which propel adult students--

from the disadvantaged adult who wants to learn how to fill out a job application to the college graduate seeking enlightenment on current events--to his door with a need for more learning.

Further, it is the full-time director's responsibility to alert other school personnel to the key role adult continuing education must play in the modern community. He must demonstrate how adult education would be a positive factor in easing the pressures felt in all communities today from the dropout problem; juvenile delinquency; maladjustment of immigrants to city life; gigantic welfare costs; undereducated parents; mental health problems; racial prejudice; need for urban redevelopment; inadequate transportation facilities.

He must also show them that while it is the public school's responsibility to spearhead the use of adult education as a way to solve these problems--such education need not necessarily take place in formal "classes" or "courses" within the confines of a school building. Experience has demonstrated that few citizens will turn out for a course in "civic affairs." Yet they will participate in discussions or attend meetings on these problems which have been arranged by their civic clubs, luncheon groups, political parties, parent-teacher organizations, or other special-interest groups.

Therefore, it is the role of adult educators, in many instances, to go out into the community and seek to help civic leaders, through program clinics and personal consultation, perform their educational functions at the highest possible degree of efficiency.

3. There should be local control of the program by the board of education, with the assistance of citizens advisory groups, in planning. It is axiomatic that people are more interested in anything in which they have a hand in planning, and for which they assume some responsibilities. Any superimposed program is likely to fall rather quickly of its own weight. The citizens advisory group assures the board of education of unified backing for the organized adult education program and helps tie it into the decision-making structure of the community. When there are other adult education programs operating in the community, it is desirable to bring these groups into the picture at the outset in order to avoid needless competition and duplication.

4. There should be tax support for the program. The extent and manner of financial participation will vary greatly, depending upon such factors as: (a) amount of federal and state aid, and (b) philosophy of the school board as to whether the program should be publicly

supported or paid for in part by fees.

It has been found that local communities which have made public financial investments in their programs, also have stimulated a much greater interest in the success of the undertaking. Furthermore, many times the individuals most in need of adult education programs, at the elementary-secondary level, are least able to pay excessive fees.

Steps in Planning

The following paragraphs outline the steps found to be successful in organizing an adult education program after it has been authorized by the local board of education:

- Step one. The superintendent should seek the best qualified person available to give full-time direction to the program. School administrators should provide professionally trained and competent leadership so that the community program for adults may be professionally organized, skilfully led, and economically administered.

- Step two. This adult program administrator should find ways to work effectively with relevant segments of the organized community. One of the first tasks of the director of adult education is to make himself essential to the power structure of the community beginning with the superintendent--and then all other key governmental authorities--the mayor, the members of his cabinet, the city council, and key leaders in the economic and political life of the community. As he gets to know them, there are two questions that each of these individuals needs to be asked by the local director. The first one is, "What are the ways in which a non-partisan, educational program among all citizens of the community, and sponsored by the public schools, will help you?" And, second, "How can you help the public school adult education program gain the strength and the resources required to work effectively?"

  Following this kind of procedure, the adult education program of the public school has a chance of being meshed in tightly with the realities of community organization. It is equally important that the director of adult education regularly visit with other individuals in the community responsible for adult education programs--the librarian, the director of university extension or university evening classes, the adult education leadership in the junior college, and representatives of the voluntary associations with adult education programs.

- Step three. An advisory committee helps interpret community needs and resources. If it is the policy of the school to form such a group, the committee should be composed of highly competent and respected

citizens who are representative of varied interests in the community. Usually included are individuals who come from various facets of organized political and community life and exercise leadership in the community. In most instances, if Step two above is followed, members of the advisory committee will identify themselves logically and normally.

For example, members might be chosen from:

1. Social agencies
2. Public agencies with educational programs; public health, traffic safety, conservation, etc. Also representatives of governmental employment service, public welfare, and agricultural service
3. Community government
4. Public library
5. Major political parties
6. Institutions of higher education
7. Education, training and/or personnel officers of industrial plants
8. Recreational agencies
9. Law enforcement agencies

Normally, it is unwise to have more than 20 or less than 10 members on the committee. Representativeness, quality of individual leaders and influence in effecting change in the community are main criteria.

To get the advisory committee started the superintendent--or whoever he may have designated to direct the program--may call together a group of three to five leaders with a known interest in using the educational resources of the schools to help meet acknowledged individual and community needs. After discussion and study, this committee might then ask the president of the board of education or the superintendent to invite representatives to the committee.

Discussion by the advisory committee should provide considerable data on the classes, forums, or learning activities for which there is greatest interest in the community.

In addition to scheduling formal classes the adult school should also: (a) serve as a technical and program resource to non-public school sponsored adult education programs in the community, and (b) assist in providing opportunities for citizens to study and discuss community problems including the problems of their schools. A well-informed committee, in close touch with the community, often can be of inestimable help to a director in setting up these "non-classroom" type adult education programs.

Step four. Program content should be decided on. The following subject areas are commonly offered in public school adult education programs. They are listed here not to serve as a model for a complete program but rather to give an indication of the extent and range of possible adult education programing:

Academic Education
Elementary and high-school subjects and general classes such as economics, creative writing, public speaking, languages.

Civic and Public Affairs Education
Forums, discussion groups, informal classes, institutes, and other group activities that seek to develop the intelligent understanding of local, state, national and international problems. Includes such content as intercultural relations, civil rights, legislation, the United Nations, leadership training, school-community relations, etc.

Americanization
Classes and activities in which the major emphasis is upon naturalization and integration of the foreign-born.

Fine Arts
Music, drama, painting, sketching, art appreciation, orchestras, bands, choral groups, radio production, etc.

Practical Arts
Block-printing, photography, leather, art metal, ceramics, furniture refinishing, and other non-vocational and hand-skill activities.

Commercial and Distributive Education
Classes in typing, shorthand, bookkeeping, use of office machines, salesmanship, business management, window decoration, display advertising, and other courses that meet the needs of the commercial interests in the community.

Vocational, Technical, and Agricultural Education
Classes in apprentice training, occupational extension, service and domestic trades, and other classes designed for vocational and technical training.

Homemaking Education
Classes in sewing, cooking, nutrition, consumer buying, household and budget management, interior decoration, home repairs, home landscaping or gardening, etc.

Parent and Family Life Education
Parent study groups, classes that deal with the social and psychological aspects of parenthood and family life, child care and development, child guidance, family relationships, pre-marriage problems, home and school relationships, etc.

Health and Physical Education
Classes in first-aid, home nursing, practical nursing, food handling, physical fitness, health education, etc.

Personal Improvement
Classes in personal psychology, personality improvement, charm, poise, social adjustment, etc.

Recreational Activities
Classes in sports, dancing, bridge, etc., primarily designed for leisure-time recreation.

Safety and Driver Education
Classes in driver education, water safety, first-aid, civil defense, accident and fire prevention.

Remedial Special Education
Classes for handicapped adults in lip reading, Braille, speech correction, remedial reading, and other courses for the handicapped.

. Step five. An analysis should be made of required leadership and talent. Members of the advisory committee will be helpful in identifying possible teachers and leaders for the director to interview. It is the administrator's task to interview, screen, and employ those best qualified.

. Step six. Financial policy needs to be developed by the board of education. Plans for the possible use of fees, use of federal, state and local tax sources, materiel costs, hourly rate of pay for teachers, length in weeks of the sessions, and similar matters must be considered by the superintendent and recommendations must be made to the board of education. These problems will vary considerably from the program in a very small community to that in a larger city. The size of the community and local conditions, along with consideration of possible state and federal aid, will largely govern the final planning under this step. In working on questions of this kind, it may be advantageous to consult with the state department of education.

. Step seven. Organize and schedule activities. This involves making the routine administrative plans and financial arrangements to insure a smoothly operating program. Organization and scheduling is

an administrative task for the director, but he should always keep the committee fully informed and draw upon them for ideas, suggestions, and counsel.

. Step eight. Prepare teachers and leaders. Before the program is actually launched, some in-service training for leadership should be given to those chosen, along with instructions on routine administrative matters. This will vary according to the type of program to be undertaken and the nature of the administrative and financial factors involved. These responsibilities come largely within the duties of the director. After the program is in operation, it is desirable to schedule periodic meetings of the teachers and the administrator for further in-service training. These meetings have a great potential for interest and for continuous upgrading of individual leaders.

. Step nine. Publicize the program. Good public relations requires school officials to announce publicly each progressive phase of the program development (preliminary consideration of a program, appointment of advisory committee, actions of committee, etc.) They should be announced in such a way that attendance will be stimulated. This means that every channel of communication must be employed--radio, television, newspapers, notices sent home with school children, discussion of the program in meetings of groups represented on the advisory committee, direct-mail approach, etc.

. Step ten. Evaluate the program. Any program becomes successful only as a result of a continuing process of critical appraisal and intelligent and careful planning. This final step is in reality never actually completed but is rather a continuing process. The committee normally should participate actively in an advisory manner, based upon facts and information supplied by the director.

It should be emphasized that the suggestions outlined above are flexible. Nothing can substitute for the value of intelligent local planning to meet the needs and problems as they actually exist in a given community or city.

A much fuller description of all these steps--particularly steps 5 and 6 (teacher recruitment and financing) will be found in Public School Adult Education: A Guide for Administrators. (See bibliography, page 57.)

Here's How They Did It

The extent to which an adult education program is successful in making a significant change in the lives of individuals and in the continued progress of the community is greatly dependent upon the vigor and imagination of a full-time director of the program. The support, interest and involvement of the superintendent and members of the board of education are also essential.

Significant programs of adult education do not just happen. They are brought about.

Some of the dynamics of effective adult education programing are indicated in a selection of actual "how-they-did-it" materials reported on the following pages. In most cases, the material was selected from documents made available to the National Association for Public School Adult Education by the directors of adult education in 16 "project" communities. In these communities, a full-time director of adult education was made available as a result of a grant of $4,000 from NAPSAE to the local school district. The program--demonstrating the increased effectiveness of a full-time director of adult education--was made possible by a grant to NAPSAE from The Fund for Adult Education.

On the following pages are reprints of the actual communications used by adult education directors in organizing, administering, extending, and publicizing their programs.

(The following extracts from a letter from the director of the Cincinnati program develop an idea for extending adult education activities outside the already bulging schoolhouse and using community help in recruiting qualified teachers.)

CINCINNATI PUBLIC SCHOOLS
608 EAST McMILLAN STREET
CINCINNATI 6, OHIO

DIVISION OF ADULT EDUCATION
ROBERT FINCH, DIRECTOR

April 24, 1964

Mr. James W. Noel, Jr.,
Assistant State Supervisor
Manpower Development and Training
State Department of Education
220 South Parsons Avenue, Room 304
Columbus, Ohio 43215

Dear Jim:

The development of the basic literacy part of the multi-occupational MDTA program for adults will require twenty elementary teachers plus teachers for the eleven occupational training projects. The standards governing the Special Youth MDTA program, such as the one we have just received, place heavy emphasis upon an individualized or tutorial type of instruction. Even under a ratio of ten students per teacher, we will need sixty teachers of basic reading and arithmetic for the disadvantaged youth project.

The MDTA standards, implemented as of March 26, say that "the new special youth programs must depart from patterns commonly established in the past in providing training under MDTA." In short, Special Youth Implementation of the MDTA calls for a coordinated type of <u>community action program</u> in the local labor market area. Through such a coordinated type of community action plan we definitely feel that we can overcome (1) the classroom and shop space problem, and (2) the teacher shortage for the disadvantaged youth project.

The co-sponsoring of continuing education classes with business, industry, labor, public service, social welfare, civic organizations and other established community groups and agencies is a long established and vital part of our program of continuing education for youth and adults. This is a participation rather than an advisory type of co-sponsorship. The co-sponsoring organizations assist in (1) developing course outlines, (2) recommending teachers, and (3) referring students to the classes.

The MDTA disadvantaged youth project does offer some special problems for a community action program. The necessity for small groups or individualized instruction and counseling, the lack of space during the day, and the shortage

of teachers during the day--add up to one thing. Forty or fifty organizations in the tri-county area, who are qualified and interested in working with a small group of disadvantaged youth, will be given this opportunity. It definitely will require a well-coordinated tri-county community action program.

I am recommending a survey of the non-profit, private and/or public agencies in the labor market area to determine the extent to which community groups would be interested in sharing the responsibility for a group of 10-15 disadvantaged youth, five days a week for 52 weeks, under a co-sponsorship arrangement with the Cincinnati Public Schools. (Larger organizations may wish to co-sponsor two groups of 20-30 disadvantaged youth.) I am suggesting that the survey be made under the leadership of the Community Chest.

The requirements must of necessity be rather rigid:

(1) Each organization must have (a) satisfactory classroom space for instruction in remedial reading and arithmetic (8:30 - 11:30 a.m.).

(2) Each organization will recommend (a) a certified teacher for instruction in remedial reading and remedial arithmetic or (b) recommend a staff member or other person with a college degree who is willing to take a special three-week workshop in methods and materials of remedial reading and arithmetic, University of Cincinnati - August, 1964.

(3) Each organization must have on its staff a professionally trained counselor, or be willing to secure the service of a professionally trained counselor. Reimbursement will be on the basis of five hours per week, $5.55 per hour, for each group of 10-15 disadvantaged youth.

(4) Each organization must develop on its own initiative, a satisfactory afternoon work-experience program, meeting specifications for health and safety, and legal work activities for minors. The purpose of the work-activity program is to develop the correct attitudes toward work: learn to work under supervision, gain a feeling of making a useful contribution--learn the meaning of responsibility and have the opportunity to learn the requirements of various types of employment open to youth.

(5) Each participating organization must provide volunteer instructors for small group-learning activities in the classroom and during the work-experience program. The ratio should be one volunteer for each five youth.

(6) The O.S.E.S. will assign youth for the various projects after fulfilling their responsibility of testing and counseling.

Sincerely yours,

Robert Finch

(In McAlester, Oklahoma, the adult education department was used as a resource center for staffing an in-service training program for city employees.)

CITY OF McALESTER

CARLETON E. McMULLIN, CITY MANAGER

January 19, 1962

Mr. Harold J. Hedges
Director of Adult Education
McAlester Public School System
Third and Adams
McAlester, Oklahoma

Dear Harold:

On January 24, 1962, the City of McAlester will initiate its first in-service training course for staff personnel. The title of the course is "Management Practices for Smaller Cities," and it is under the auspices of the Institute for Training in Municipal Administration, a division of the International City Managers Association.

The discussion leader for the course is Mr. Dan Crowder, Training Supervisor at the Naval Ammunition Depot. Thirteen staff employees of the City will be attending this course once each week for a two-hour session. It is anticipated the course will be completed the latter part of April, 1962.

I wish to thank you for the assistance and encouragement you have given me in initiating an in-service training course for my staff personnel. I also appreciate your securing Mr. Dan Crowder as our discussion leader, and know that he will do an admirable job in conducting class sessions. I would like to invite you to attend any of our class sessions that you may desire. We will meet on Wednesdays from 4:40 to 6:30 p.m. Thanks again for your assistance.

Sincerely yours,

Carleton E. McMullin
City Manager

(Taxpayers and city officials meet together in a public service forum sponsored by the Adult Community School of Austin, Minnesota. The first of three scheduled meetings is described in a news release.)

AUSTIN ADULT COMMUNITY SCHOOL
Austin Public Schools, Austin, Minnesota

FOR IMMEDIATE NEWS RELEASE

TAX FORUM

The first of a three-part community series on taxation will be held Wednesday, January 29, 8 p.m., Christgau Hall in the High School.

The purpose of such informative sessions is to give the citizens of Austin and the surrounding area, insight into problems, general information, and answers to questions that will in the long run make each of us more aware of our responsibilities to the community, better informed as individuals and citizens, and make Austin a better community in which to live.

Panel members for the first meeting will be Alderman Denver Daily, City Recorder Ray Hanson, and City Assessor Doug Fladland. They will be discussing city taxes; assessment, collections, budgeting, and general problems connected with the raising of sufficient revenue to operate the city of Austin. Mayor Roger Svejkovsky will provide the opening remarks and introduce the panel.

All persons are invited to attend this informative public service program offered through the Adult Community School at no charge to you.

(The director of adult education in Canton, Ohio, enlists the aid of community organizations in building interest in classes with civic responsibility aspects.)

EXECUTIVE DIRECTOR, DIVISION OF CURRICULUM AND INSTRUCTION, 618 HIGH AVENUE NORTHWEST, CANTON 3, OHIO

October 8, 1962

Dear P.T.A. President:

Last Wednesday evening, October 3, I had the opportunity to speak at the P.T.A. Council meeting concerning the "Education for Survival" course which our Department of Adult Education is prepared to offer. Here briefly is a summary of the program:

1. The course will consist of 12 hours of instruction (six two-hour sessions, one night per week) for six weeks.

2. There will be no tuition fee for the student.

3. A textbook plus other supplementary materials will be furnished free to each student.

4. A certificate will be awarded to each person who receives the full twelve hours of instruction.

5. Each class must consist of at least 20 students.

6. The adult education department will secure the services of a trained instructor and will advise the school PTA unit concerning registration procedures.

7. Classes may begin at any time that the required 20 persons indicate their interest by registration for the course.

8. The local PTA unit in whose school a class is being held must make arrangements for custodial services during the course. This could be taken care of free of charge by holding the class on a night when the building is already scheduled to be used for a Recreation Department activity.

This course represents a tremendous opportunity for our citizens to receive an excellent course - free of charge - in one of the most vital areas in the history of mankind. This also provides an opportunity for your own PTA unit to provide some real leadership in your school neighborhood.

Just as soon as you can assure us that you have at least 20 interested participants, call us at GL.4-6767 and we will help you make final arrangements for the course.

Department of Adult Education

James R. Dorland, Director

(Home and Community Living in Lompoc, California, is programed into a series of lecture-discussion meetings conducted by practicing experts in the field.)

LOMPOC UNIFIED SCHOOL DISTRICT

LOMPOC, CALIFORNIA

OFFICE OF THE SUPERINTENDENT
POST OFFICE BOX H

GLENDON F. WEGNER
SUPERINTENDENT OF SCHOOLS

October 22, 1963

Dr. Dominick Lacovara
242 Oakridge Road
Federal Correction Institution
Lompoc, California

Dear Dr. Lacovara:

We are looking forward with great anticipation to your talk on the subject "Sign Posts Along the Road to Juvenile Delinquency" which we have scheduled for the Senior High School Little Theater on the night of November 12 at 7:30 p.m.

As I told you when we talked last month, your speech will be the "kick-off" for a four-lecture series in the curriculum area of Parent Education for the purpose of analyzing and solving some of the juvenile problems in the Lompoc Community.

Mr. Ed Brower, on Tuesday, November 26, will give the second lecture of the series entitled "Your Child and His Success in School." Following Mr. Brower, Dr. Wapner will present a lecture on the subject "Parent Controls and Discipline." The final of the lecture series will be a panel discussion including some teenagers plus two people from the high school faculty and possibly one person from the City Recreation Department on the subject "Teen-age Recreation."

Thank you so very much for consenting to give us this lecture. We should have a very attentive audience, and I am hoping some of the people whose children are causing problems will be there in attendance.

Sincerely yours,

Warren W. Brenner
Principal

(In Louisville, Kentucky, teenage drivers became a major community concern when eleven youngsters were seriously injured in a two-car collision only blocks from the Seneca High School. Immediately after the accident, the Adult Education Advisory Committee of the Seneca High Community met with the adult education director of Jefferson County to discuss, plan and provide for corrective measures. The director of adult education then met with the principal of Seneca High School, the P-TA President, and the P-TA Board to enlist their support for the program of action proposed by the Advisory Committee.

A follow-up letter by the school superintendent to the State Commissioner of Public Safety details the successful program that followed and was well received by the students, parents, school and community.)

JEFFERSON COUNTY PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT
EDUCATION CENTER
P. O. BOX 18125
3332 NEWBURG ROAD
LOUISVILLE 18, KENTUCKY

RICHARD VANHOOSE
SUPERINTENDENT

December 18, 1963

Commissioner Glenn Lovern
Department of Public Safety
Frankfort, Kentucky

Dear Commissioner Lovern:

May I take this opportunity to express to you the sincere appreciation of the Jefferson County Board of Education for the services rendered by Mr. Louis Karibo, a member of your department, and Trooper Charles Elder of the Kentucky State Police. As you are aware, we have tried a pilot program in Driver Safety at Seneca High School that involved approximately 2,900 students during the school day, and then set up programs two nights for the parents to attend.

Mr. Karibo and Trooper Elder were outstanding in their presentation to the student body and also to our night adult students. Their program was not only timely and appropriate, but we feel, will have a lasting effect upon this community. We anticipate continuing this program in January of 1964 in our other five Adult Education Centers, and will use the same procedure as we did at Seneca High School.

Thanks again for your consideration and cooperation in helping us present this much needed program.

Sincerely yours,

Richard VanHoose
Superintendent

(News Release reports superintendent's strong support of adult education.)

NEWS RELEASE

HUNGER CITES NEED FOR ADULT EDUCATION

Dr. Edwin L. Hunger, Poughkeepsie public schools' superintendent, last night emphasized the need for "continuous education" as embodied in adult education programs and cited the "big plus" in public relations such a program can give to a school system.

Speaking to area public school leaders at a meeting at the Hotel Thayer, West Point, he said continuous education programs are the "nourishment of the human mind, body and spirit" by which "man discovers the real meaning of his existence."

"One of the outcomes of adult education is the tremendous public relations benefits. This is not a primary reason for having adult education but as more and more people take advantage of the adult education there is a greater realization of the need for good facilities in the schools."

After their own experience in the evening program, adults become more willing to provide an atmosphere in which children learn that educational achievement points the way for further education and that the need for education is continuous throughout life, Dr. Hunger said.

Praising the Poughkeepsie Board of Education, he said, a board should decide whether it feels an adult education program is important and if it wants one it should get "hot" about it.

"Being lukewarm will result in a mediocre program," he said.

The meeting was sponsored by the State Department of Education.

(Many requests for the latest vocational classes are only possible through the cooperation of area industry. In Warren, Rhode Island, students in Data Processing were not only able to use the machines of the Kleistone Rubber Company two nights a week but were personally instructed by the company's office manager and assistant treasurer. Subsequent hiring of the students by the company proved the effectiveness of this cooperative training.)

WARREN & BARRINGTON GAZETTE
Warren, R.I.

Friday, October 27, 1961

Adult School, Industry Cooperate To Teach New Skills
Rubber Company Office is Classroom at Night

The following is the first in a series of several articles which will be published about some of the more unusual courses being offered in the Warren Adult School in which close to 700 adults are enrolled. Some of the courses, as the first one reported, are made possible through the cooperation of business and industry with school officials.

One of the more popular courses being offered under the new Adult Education program in Warren is Data Processing, and its inclusion in the program is only possible because of the cooperation of industry. With great strides made in the technology of machine accounting has come an ever increasing demand for trained personnel.

Although all public secondary schools provide instruction in some phases of business, it has not been feasible, economically, to acquire the type of machine needed for this fast developing method of performing more and more of the business procedures.

Since the new adult school similarly could not afford the equipment needed, Donat L. Brochu, the director of the school, arranged to bring the school to the equipment.

The Kleistone Rubber Company offered the use of their machines to the school and each Monday and Thursday evenings their office, located at 80 Cutler St., in Warren, is transformed into a classroom.

Donald G. Reed, office manager and assistant treasurer of the company, is the instructor.

(An invitation to serve on an Advisory Committee.)

BOARD OF EDUCATION
POUGHKEEPSIE CITY SCHOOL DISTRICT
POUGHKEEPSIE, NEW YORK

October 25, 1961

Dear Colleague:

In our pursuit of excellence in our Adult Education Program, we often ask outstanding members and prominent organizations to help us with the planning of courses and programs for our adults. It is our sincere desire to create courses and offerings in adult education that reflect and represent the needs, desires, and pleasures of the community.

I would like to invite you to attend an informal meeting on November 20, at 1:45 p.m. to be held at the Administration Building, 11 College Avenue. At this time, I would like you to serve on a Community Relations Committee for the Poughkeepsie Adult Education Program.

This meeting will have a two-fold purpose:

1. To gather the opinions and comments that you will contribute for betterment of our program, and

2. To inform the group present what services, help, and assistance adult education can give to a group, organization, club, society, and/or individual.

I am sure you will find this get-together stimulating and rewarding. If you have any questions to ask me, please feel free to call any time at FL.4-7550. I am looking forward to seeing you soon.

Very truly yours,

Rudolph A. Albanese
Coordinator

In San Diego, California, a Manpower Opportunity Committee was organized through the leadership of the Adult Education Department and included such community organizations and agencies as:

San Diego County Central Labor Council, AFL-CIO
San Diego County Adult Education Administrators Association
San Diego Urban League, Inc.,
San Diego County Department of Public Welfare
Senior Activities, Inc.
San Diego Chamber of Commerce, Education Committee
San Diego Junior Chamber of Commerce
San Diego City Schools, Post High Division
California State Vocational Rehabilitation Service
Young Women's Christian Association
California State Department of Employment.

The basic intention of this community coordinating committee is contained in its guiding resolution:

> RESOLVED, that activities to achieve the objectives of the committee will include a program of community-wide information aimed at encouraging individuals to engage in formal study or training in subjects or courses appropriate to each individual's needs, including basic elementary skill subjects, high school level, and junior college level work. Adults will be encouraged to earn such certificates and diplomas as will assist them in obtaining employment and in meeting the rising standards for successful employment. Certificates appropriate to the employment needs of certain adults may include: eighth grade certificates, high school diplomas, associate in arts degree, and certificates of completion or progress.

(Program promotion need not stop with the newspaper and radio. Personal letters to community leaders enlist their help.)

OCONEE COUNTY COMMUNITY SCHOOL PROGRAM

DEPARTMENT OF EDUCATION

Short Street P. O. Box 217
Walhalla, South Carolina

August 1, 1963

Mr. H.B. Campbell
Superintendent
Abney Mills
Newry, South Carolina

Dear Mr. Campbell:

In the fall the Oconee County Community School Program will operate an adult high school program at Walhalla High School in the evenings.

The state will award the regular high school diploma to each student completing the requirements. The standards for the diploma are among the highest in the nation. This means the program will be the highest of quality.

We will work with the adults in the county, be of service to them in any way possible, that they may receive the education needed and obtain the high school diploma. Also, we are scheduling in the near future extension courses that college credits may be earned.

We would appreciate your cooperation in this program by encouraging your employees and applicants to attend. There will be a junior high and an elementary school for those who did not reach the high school level or need the remedial work.

Posters are being printed stating the steps for adults to take to enroll. As soon as they are available for distribution, we will send several for you to post.

We sincerely appreciate your interest in the community school program.

Very truly yours,

Gerald F. Davis

(Announcements at church, on the job, and even at the ball game make that needed reminder.

LOUISVILLE ASSEMBLY PLANT

Monday, August 26, 1963

NOON NEWSCAST

CONTINUING EDUCATION -- The Jefferson County Board of Education offers classes in four main areas of instruction: refresher courses for adults who have not completed their high school education; credit courses for persons within a few units of qualifying for graduation; special-interest courses for persons wishing to pursue a hobby or special talent, and commercial courses. For further information call: 459-3310. Registration today through September 6, 7 to 9 p.m. All classes at night, beginning on September 16.

ST. EDWARD CHURCH

August 11, 1963

The ushers are kindly asked to distribute the papers they will find on the tables in the rear of the church, concerning Adult Education Classes at the Jeffersontown Public School. The pastor attended a preliminary meeting this past Thursday night, and highly recommends these Adult Education Classes. These classes were held at Durrett and Valley High Schools last year with good success, with an attendance of 300 at one of the schools, and 600 at the other.

FOOTBALL-O-ROMA
Spot Announcement

The Jefferson County Board of Education will have five Continuing Adult Education Centers this fall at the following Jefferson County Schools:

Durrett High School	4409 Preston Highway
Seneca High School	3310 Goldsmith Lane
Southern High School	8620 Preston Highway
Valley High School	10200 Dixie Highway
Jeffersontown Elem. School	3300 College Drive

Registration will be held in four of the Centers from August 26 through September 6 from 7:00 - 9:00 p.m. SOUTHERN HIGH WILL REGISTER FROM SEPTEMBER 16 through SEPTEMBER 20 AT THE SCHOOL FROM 7:00 - 9:00 p.m.

Classes will begin at all Centers except Southern on September 16. Southern's classes will begin on September 23.

CASE HISTORIES OF PROGRAM EXPANSION MADE POSSIBLE BY THE EMPLOYMENT OF A FULL-TIME DIRECTOR OF ADULT EDUCATION

June 30, 1964 marked the end of NAPSAE's three-year demonstration programs, financed by a grant originally received from The Fund for Adult Education. The keystone of the entire project was a series of sub-grants made by NAPSAE to local school districts to enable them to advance their director of adult education from part-time to full-time status.

Over the past three years, NAPSAE has given small grants to 16 school districts in 14 states for the purpose of helping them broaden and enrich their adult education programs. School boards in the selected districts received $4,000 with which they agreed to employ--on a full-time basis--directors of adult education who had previously been employed but part-time. The additional time of the director was to be used in the planning and development of programs in general adult education and education for public responsibility.

Back of the project is the conviction that for adult education programing to be effective, it must have full-time leadership. When a director of adult education divides his duties between being the adult education leader for his community and carrying a part-time teaching load or sharing in the supervisory task of the elementary-secondary school, his effectiveness in adult education is seriously hampered.

Another key-concept of the demonstration program is the idea that adult education is a total community-school enterprise which, to be successful, must receive the benefit of cooperative planning on the part of top-echelon school officials, members of the board of education, and the director of adult education. The superintendent and a member of the board agreed not only to meet periodically with the director of adult education in continued planning and evaluation of the program, but to come to Washington as a team to meet with the teams from the other project communities in an adult education training conference.

The summaries on the following pages of the progress of the program, as detailed by the project directors, may be helpful to other directors of adult education programs.

WARREN, RHODE ISLAND

Donat L. Brochu
Director of Adult Education

Planning Stages of Adult Education Program

On July 15, 1961, I accepted the position of full-time director of the Adult Education Program in the Town of Warren. During the remainder of July and during the month of August, I engaged in the following activities as a preparation for the formulation of the program:

1. Had several conferences with Miss Grace Glynn, then chief of the Division of Adult Education of Rhode Island

2. Met with the following on three occasions to discuss program ideas, state and federal aid possibilities for the program, and for assistance in the promotion of the concept of continuing education for all ages:

   Charles F. Marston, Manager of the Warren Branch of the D.E.S.
   Edward L. Flemming, Supervisor, Bureau of Apprenticeship and Training
   Edward Medeiros, Acting State Director, Vocational Education
   Richard Almonte, State Supervisor of Adult, Trade, Industrial, Vocational Education

Charles A. O'Connor, Jr., superintendent of Warren Schools and I have met with the above named persons to determine what aid can be received under the Area Redevelopment Act, State and Federal Aid. It is safe to assume that in some areas of instruction, we should get 100% reimbursement, in other areas 50%, and at the very least 30% from the State Aid Program.

3. I also visited many of the industrial plants throughout Bristol County and I found industry most cooperative and interested in adult education. Specifically, we were able to establish classes in some of the industrial plants as follows:

   a. Welding in the Blount Marine Corporation plant
   b. Data Processing in the Kleistone Rubber Company office
   c. Auto mechanics in the Asselin Chevrolet Garage

Citizens Advisory Committee

On August 16, 1961, a twenty-five member advisory committee was appointed. This group represents a cross section of the population of Warren and as of this date three meetings have been held for the purpose of receiving ideas, helping to promote the program, and stimulating people in the concept of the value of adult education.

State and Area Consultant Committee

During the month of August, a twelve member consultant committee representing various educational, social, and employment agencies, was appointed and has met in a joint

session with the citizens committee.

The consultant committee and the citizens committee have been helpful to me as resource people and have helped promote the program for continuing education. Please note: The names of the citizens and consultant committee have been printed in a brochure which accompanies this report.

Speaking Engagements and Publicity

1. On August 29 and 30, I was a participant at a Conference on the Aging held at Rhode Island University. Topic of our workgroup discussion was the Role of Public Education in Education for Aging.

2. On Tuesday, September 19, I addressed the Barrington-Warren Rotary Club on the topic Adult Education.

3. On Tuesday, September 26, I addressed the Parent-Teachers Association on The Role of Parents in Adult Education.

4. During the month of August, there appeared in the local and state newspapers thirty articles concerning our expanded adult program. Radio announcements were also made about the program.

5. Fifteen hundred brochures were printed describing forty-six course offerings in the field of vocational technical, business, liberal arts, avocational and recreational activities.

McALESTER, OKLAHOMA

Harold Hedges, Director

Adult Education in McAlester was in its second semester of the second year of operation when the NAPSAE grant was received. We considered ourselves very "green" in the field of adult education and still do. The grant enabled us to take a good look at our program and begin to expand our program and involve more people.

Since receiving the grant, the director has had more time to contact people. Some of the events that have taken place and are taking place since receiving the grant are:

1. The director organized a Senior Citizens Club with the idea in mind of "Education for the Aging." This club has become very successful and is meeting regularly with an average attendance of about 35 persons.

2. On April 2, 1962, we started one of the pilot schools in the Area Redevelopment Act programs. The purpose of this occupational training program is to assist unemployed and underemployed workers in a redevelopment area to acquire the skills needed to obtain employment. We started with 60 trainees, with 20 trainees in each of the following: Clerk, General Office, Beginner; Clerk, General Office, Refresher; and Stenographer, Refresher. These classes ran for 4 hours a day for 16 weeks. They were held in the afternoon after the regular school day.

3. The P-TA Council again sponsored the Family Life Lecture Series presented by the Family Life Institute of the University of Oklahoma.

4. We are finishing up now a series of meetings in Leadership Training with Dr. William Carmack of the Human Relations Institute of the University of Oklahoma. Over 60 persons have enrolled in this series of meetings.

5. We organized a class in Fundamentals of Real Estate for the purpose of helping people pass their license examinations. This has been a very successful class.

6. A class in Basic English and Citizenship was organized to help the foreign-born and others learn English and get their citizenship. This type of class is unusual in this part of Oklahoma, as we do not have many foreigners.

7. A good class in Speech was organized this year in competition with a locally sponsored Dale Carnegie course.

8. We have organized two new classes at the request of Lockheed Aircraft Co., which has just recently established an assembly plant in McAlester. These classes are Aircraft Blueprint Reading and Shop Mathematics. We have about 80 enrollees in the two classes. This type of class promises to expand at the request of the Lockheed Co.

9. We are in the process of establishing two A.R.A. Classes. One at Seamprufe, Inc., and one at Elsing Manufacturing Co. These two companies make ladies wear and the classes will be on the use of industrial sewing machines. The classes will run about 60 weeks.

Adult Education in McAlester has gained a high status in the eyes of the school board members who were skeptical from the beginning. They were impressed by the fact that McAlester received the grant and by the interest and personal visits of NAPSAE staff members.

NEW LISBON, WISCONSIN

Morris A. Severson, Director

Because of the grant, a full-time director was hired for the first time here at the New Lisbon Vocational School, which extends to all of Juneau County, Wisconsin.

We have set up a citizens advisory committee with representation from all five cities and towns in Juneau County. From these meetings we have decided that one way we can serve the area is by working with the County Welfare Department, to investigate possibilities of educating or retraining welfare recipients. We are at present completing a survey which will indicate areas of educational needs of this group. We are also cooperating with the Wisconsin Employment Service in a labor survey of Juneau County. This will take place in February. We are also making a survey of adult students as to the classes desired.

We have completed a Federal Area Redevelopment Act course of combination welding. Twelve unemployed men completed the 320 hours of instruction and all were successful in finding immediate employment.

Through the University Extension Department of Madison, a course in the geography of Wisconsin, an effective reading series and linguistics are being offered.

Classes for hospital auxiliary workers will start in a few weeks as will a course in amateur radio and aircraft ground school.

In October, the Vocational School Director assisted in arranging a state's firemen's annual meeting held in New Lisbon. The school has also distributed several educational films to local schools. The director also serves as a committee member for the Juneau County Rural Area Development organization, and as a member of the Civil Defense organization.

A series of lectures is planned in March and April. The LaCrosse State College and the University of Wisconsin are cooperating in securing speakers. The lectures will be on such topics as cancer, foreign affairs, and juvenile delinquency. The New Lisbon Public Library has also cooperated in this undertaking and in other areas.

In early spring a series of workshops will also be held. One workshop has already been scheduled on electrical appliances.

A full-time director has been able to devote progressively more time to promoting Vocational School activities.

HERKIMER, NEW YORK

Edwin Komendarek, Director

New courses and activities since grant:

Two-Session Discussion Group at Kiwanis Club, arranged by Komendarek on National purposes.

Agricultural Extension and Herkimer Central School co-sponsoring discussion groups on Problems of Democracy. Each session will take up a different area: transportation, taxation, federal controls vs local controls, etc.

A six-part TV series is starting in March on Station WKTV, Utica, covering a 70-mile area. Subject: Goals for Americans. Komendarek is organizing discussion group which will meet after the program.

Workshop for adult education directors in the area in which they learned how to conduct TV discussion groups.

Lectures plus discussion on Democracy vs Communism. Talks are by a man who has had extensive firsthand experience with both Nazism and Communism, was in concentration camp in Poland, is now a social science teacher.

Magistrate and Peace Officers Training Program has been expanded. Now in double sessions.

Grant has improved status of adult education in eyes of the school board and members. They were impressed by the fact that Herkimer received the grant and that it was visited by the NAPSAE personnel. Several school board members are students in adult classes.

Jefferson County Public Schools

EDUCATION CENTER

P.O. BOX 18125

3332 NEWBURG ROAD • LOUISVILLE 18, KENTUCKY

April 23, 1964

Mr. Robert A. Luke, Executive Secretary
National Association for Public School Adult Education
1201 16th Street, N.W.,
Washington, D.C. 20036

Dear Mr. Luke:

The Jefferson County Board of Education is very appreciative of the $4,000.00 NAPSAE grant that enabled us to hire a full-time adult education director.

As our Washington report indicated, in one year our program has grown from 500 to 5,000 participants, due to the fact that a person was able to work full time on the promotion and development of an adult education program. This "seed" money from NAPSAE, we felt, was a tremendous help to let us realize what could be done with a person working full time.

As previously mentioned, in our first year we had approximately 500 participants. Since a full-time director has been employed we have more than 5,000. In addition to this, we have gained the following advantages from this full-time concentration on adult education:

1. We have broadened the scope of our program from two areas to five areas.

2. We have come from offering three types of classes to more than fifty different types of classes.

3. We have hired the following people all on a part-time basis:
   a. Six principals
   b. A Testing and Guidance Director
   c. A Curriculum Director
   d. An Administrative Services Director

We are anticipating 15,000 people for the 1964-65 Adult Education Program in Jefferson County and we hope to hire several additional full-time adult education certified personnel to implement our existing program.

Sincerely yours,

Lloyd Redman
Director of Adult Education

LOMPOC, CALIFORNIA

Warren W. Brenner, Director

Because the Lompoc (Calif.) Unified School District this year has a full-time adult high school principal, several concrete advantages have been derived by the community and the School District. In June, 1964, approximately three-hundred people will receive high school diplomas through the Lompoc Adult Evening High School. These people have found that, without a high school diploma, they cannot obtain employment in an occupation in which they can make an adequate family living.

Because of full-time status, the principal has had the opportunity to counsel with each one of these persons individually. Also, this director of adult education has had the opportunity to visit various contracting companies of the missile industry to ascertain their educational and training needs and to set up adequate classes at their suggestions and requests. Consequently, the curriculum of the school program has broadened greatly.

An Adult Education Advisory Board, composed of a cross-section of community representation, has been established and has had several meetings focusing on the educational needs of adults of our community. The Advisory Board has proved invaluable in the planning of the program.

The adult education principal has had time to study employment patterns of the community and set up training programs which would directly provide individuals with saleable skills.

Finally, this past year for the first time, programs of cultural enrichment in the form of films and lectures have been brought to the community. One of the most unique of which is the Planet Earth Film-Lecture Series which is co-sponsored by the Lockheed Management Association and the Adult Evening High School, covering the role of our community in the space age. Because of the general interest in these programs and because of the many contacts made with industry within the community, next year's adult education curriculum will be even greater in scope than the one currently in progress, and the needs and lives of more people will be reached.

TO: Robert Luke, Director NAPSAE

FROM: Howard Zollner, Director
Poudre R-1 School District, Fort Collins, Colorado

SUBJECT: Report on Project City

Poudre school district is a Northern Colorado district which encompasses a fairly large and rich agricultural area. The major community serving the district is Ft. Collins, a community of 30,000, and the home of Colorado State University. The normal businesses and some light industries are found in the area. Educational level, though of a high average, varies from extremely uneducated and untrained to those with an extensive educational background.

In past years adult education has not played an important part in the education in the community. The university has offered a few evening extension classes for credit, the city recreation department has offered a minimum program and the public schools have offered a few evening classes at the demand of a few citizens in the community.

During this past year, after serious study and consideration, the board of education and the administration of the public school, accepted the premise that adult education is an integral part of a more complete educational program and is an important responsibility of the public schools. With the assistance of NAPSAE, a full-time director of adult education and vocational education was appointed to develop a complete community-wide adult education program.

During this first year of operation of the new program a number of significant developments have been noted.

1. A coordinating committee was organized to develop a cooperative program between University, city recreation and the public schools to assure a more complete program.

2. A citizens advisory committee has been appointed to assist in surveying the needs for adult education and in the development of the program.

3. A basic education program (at no cost) has been developed to provide a fundamental education for undereducated and untrained youth and adults.

4. Two one-year practical nurse programs, under MDTA, have been organized to serve an immediate need of the local hospital and nursing homes.

5. A high school completion program is in the process of being developed for those who never finished school and need a diploma for entrance into occupations or further educations.

6. Vocational adult programs are being offered to meet the employment and training needs of business and industry.

7. A program of general adult education evening classes has been initiated to meet some of the more immediate needs of adults in the community.

8. The adult education program is being developed as an integral part of the educational program of the school to better serve more adequately the educational needs of youth and adults alike.

The plans for expansion for next year include a more complete community survey and study to identify more areas in which to expand the program. I am sure we will find a need for more coordination between the present day school program and vocational training for adults. There is also a need for more continuity between the day school, high school completion and education beyond the high school. More time will be devoted to civic organizations--such as the Chamber of Commerce, and businesses, to help train the employees, not only for improvement on the job, but for self-improvement in city and government affairs.

Adult education in Ft. Collins and its surrounding area is off to an excellent beginning. The program is broad to serve the many varying needs for education found in the community. Interest on the part of the adult citizens and all the various aspects of the community is extremely high, although in this beginning stage the program is only beginning to scratch the surface. Because of the interest and desire shown in the community, the program will grow and in a short time will attempt to serve many more of the educational needs of local citizens.

AUSTIN, MINNESOTA

James Flannery, Director

STRENGTHENING AND IMPROVING PUBLIC ADULT EDUCATION AND THE AUSTIN ADULT COMMUNITY SCHOOL

BACKGROUND

A program of adult education has been carried on in Austin for the past twenty-odd years, sometimes with considerable vigor, other times on a catch-as-catch-can basis. The idea of an evening school for adults is not new to Austin as an article in the Austin Register, dated March 14, 1878, extends a welcome to all to improve their English.

Emphasis in recent years has changed, and along with the change last year from co-directorship to a full-time director, effort expended has not been concentrated in any one area but rather in a shotgun-pattern to strengthen that which has been in practice for some years, to making needed additions which heretofore have not been explored to any degree.

HIGH SCHOOL CREDIT COURSES

Some of the areas that have received new emphasis are high school credit courses for those who dropped out of school for a variety of reasons. Five classes were offered this fall and only one received sufficient enrollments to start the class. Cost and time (length of course) appear to be limiting factors in attracting adults to these courses.

The shorthand class which was held has completed approximately 3/4 of the course to date. Of the eleven that started the course seven have continued and are now taking dictation at 40-50 words-per-minute. A refresher course of ten weeks will be offered next year to aid them and others to increase their speed and accuracy. It is probably safe to say that none of those who will complete the course will have vocational competence, and therefore without some additional work this year's preparation will be of limited value to them.

GED EQUIVALENCY CERTIFICATES

The recent action of the school board in reinstating an old policy granting equivalency certificates under the GED testing program should help many adults obtain a substitute recognition for the formal secondary education which they did not complete.

Next year a refresher course of twelve to eighteen weeks will be offered to those who plan to take the GED test. Areas to be reviewed are English, social studies, mathematics and science. This will be an experimental program, and a supplement to the high school credit courses offered this year.

Cooperation with the local State Employment Service has resulted in a number of referrals pertaining to requirements for taking the examination. With the addition of the GED refresher course to the curriculum we will be able to offer job applicants a tangible service that should aid them in obtaining employment.

SPECIAL OFFERINGS

Other areas under consideration with community-wide interest are forums and institutes. One such program attempted was the consumer meat institute. Participating companies were the George A. Hormel & Company and the National Live Stock and Meat Board of Chicago. This afternoon session was open free of charge to all housewives and others interested in meat selection, cutting, cooking and carving. Approximately 85 persons attended, with about 40 of the total represented by students from homemaking classes in Austin and Waltham. The program was well received by those in attendance.

Another program recently completed was the Tax Forum. Three sessions were scheduled, with each to be represented by a different local taxing authority (city, school district, and county). The purpose of such a program was to provide information on local taxes, assessments, collection, budgeting, and a question-and-answer period for those attending. The third meeting was canceled due to lack of public interest and support.

Of the new course offerings this year, the one that shows promise for future years and that has created much discussion is a humanities course based upon films, lectures, and discussion. It provides the adult student with an introduction and insight into areas which he has had little or no acquaintance with in the past and which can broaden his outlook on life tremendously. Because of the enthusiastic acceptance of this course it is being revised and expanded to two terms with a much improved format. Other new courses of a similar nature will also be offered.

COLLEGE CREDIT COURSES

Higher education courses for educators as well as courses at the Junior College level have been expanded and promoted to upgrade the level of education in Austin, and to provide courses for job proficiency and promotion. Two areas of note are twenty tuition scholarships obtained for teachers to upgrade their economic education, and a course for elementary teachers in modern mathematics.

With the continued expansion and acceptance of such course offerings it may eventually be possible to obtain two years of college credit through the evening school program.

STARTING THE BASIC ADULT EDUCATION PROGRAM

Undereducation is a prime cause of unemployment and underemployment in our rapidly advancing and shifting technical world. No community is immune from the problems which arise from undereducation, but the public school adult education system can contribute to a more productive, informed community by providing a complete adult education program, elementary through secondary and beyond. And the public schools are better equipped to provide such a program than any other educational organization or institution.

Undertaking an elementary and secondary program for adults is not easy, but providing any rewarding program seldom is easy. Let us consider some of the important and necessary steps involved in developing and expanding such a program:

1. First it is necessary to find out how many individuals in the community have a need for the program.

   A. Past school records will give you names of "dropouts," and the guidance departments may have, or may help locate, follow-up information about those individuals.

   B. The census report is available for public examination and usually may be found in the school library. If it is not available there, pertinent information can be obtained from the state library or from the Research Division of the National Education Association.

   C. Personnel of unemployment offices and Social Service agencies in the area will be helpful.

   D. The U.S. Post Office Department registers aliens, many of whom desire further education and who must have it to obtain citizenship.

   E. Industries can supply names of underemployed persons who may advance with further education.

2. The type of program to be set up must be determined in terms of the needs that have been discovered. In general, there are two types of programs, standard and accelerated.

   Standard. While the terms elementary education and secondary education have become identified with particular age groups, adult education, by necessity, must offer the same opportunities to the adult group. While the course content must be basically the same, it must be geared to adult interests, needs, and situations. Originality and imagination must be employed by the director and the faculty during the entire program. The "standard" program requires adults to spend the same number of hours

in class as do children, but often does not take into account the superior background and experience of most adults over children.

Accelerated. This type of program is basically tutorial. It enables students to progress at their own speed and not "serve time" restudying in class what they may have already learned better from experience. Credit for completion of subject-matter is given not on the basis of clock-hours spent in class as for children, but on the basis of ability to meet the requirements of the General Education Development Test or another standardized test. The GED Test is not universally recognized and accepted by all states; therefore, it is important to contact the state department of education, the state director of adult education, or the Commission of Accreditation of Service Experiences, 1785 Massachusetts Avenue, N.W., Washington 6, D.C., for complete details.

If the GED Test is recognized by the state as a valid measure and fits the needs of the program, the state department of education or the state director of adult education can provide information about setting up a testing center in your school for adults who feel they are ready to show their level of subject-matter mastery. There is a specific publication that should be obtained from the Commission of Accreditation of Service Experiences: Conclusions and Recommendations on a Study of the General Educational Development Testing Program. One copy free; additional copies, $1 each.

An accelerated program meets immediate needs for advancement to higher education or a high-school certificate, with less delay.

3. When the program is established, individuals for whom it is designed must be informed of its availability.

The human relations involved in publicizing the program should be considered first.

Faculty members who will be participating in the program, advisory committee members, and social service workers (whose help can be a tremendous advantage), can be called upon for personal contacts, but it is most important that they meet before making personal calls or helping with interviews to discuss techniques for drawing in individuals who are sensitive about their lack of education. Some sensitive people are inclined to feel singled out -- but there will be no need to knock chips off shoulders if they are not set there in the first place.

The press is usually cooperative in publicizing adult education programs. The needs and desires of the undereducated are parallel with socio-economic problems and conditions in the community. The press can help make the public aware of the program's importance to its well-being. Newspaper pictures, editorials and articles and radio and television programs can all help inform the public and stimulate interest.

Posters in the public schools and flyers to be carried home are less effective publicity aids. They should be used only in addition to other sources. Parent-teacher organizations throughout the school system can give valuable assistance if informative, interesting meetings are planned for them.

4. The guidance departments in the school system can be of very great help.

Qualified guidance people ascertain much from personal interviews. Also, in establishing a testing program, they know how to select, administer and evaluate tests for adults in an elementary and a secondary program. Finally, they can maintain guidance folders for the students which are invaluable as reference material for prospective employers or schools of higher education.

5. State and federal financial assistance is available. (See Digest of Federal Legislation on Adult Education on page 55 of this manual for a review of existing federal programs.) Detailed information for your state can be secured from the state department of education.

For a new director in a school which does not now offer an academic program for adults, an adult program may sound overwhelmingly difficult. But many small communities offer opportunities of this kind. Time, careful planning, and full faculty and director cooperation with the school superintendent and board of education can make a molehill out of a mountain, in this case. If the school honors its graduates with diplomas at their own special program, the deep satisfaction will be felt by the participants, the faculty, the community, and the director. The importance of a public school's adult education elementary program and secondary program should not be ignored.

A helpful bibliography, Literacy and Basic Education for Adults: Teaching and Study Materials (May 1964), is available without charge from the Bureau of Adult Education, New York State Education Department, Albany, New York 12224.

WHERE TO LOOK FOR HELP

Washington, D.C.	Edward W. Brice, chief, adult education branch, U.S. Office of Education, Washington 25, D.C.

STATE DIRECTORS OF ADULT EDUCATION

State	Director
Arkansas	Otis Farrar, superv., adult educ., 216 Brown St., Little Rock, Ark.
California	Stanley Sworder, chief, bur. of adult educ., State Dept. of Educ., 721 Capitol Ave., Sacramento, Calif.
Colorado	Calvin R. Orr, dir. adult educ., 6177 S. Westview St., Littleton, Colo.
Connecticut	Alan E. Hugg, adult education consultant, State Dept. of Educ., Hartford, Conn.
Delaware	Mabel M. Ouderkirk, dir., div. of adult educ. and serv. bur., Dept. of Pub. Instr., Dover, Del.
Florida	S.E. Hand, state superv. of gen. adult educ., State Dept. of Educ., Tallahassee, Fla.
Georgia	Mrs. Catherine Kirkland, dir. adult educ., State Dept. of Educ., Atlanta, Ga.
Hawaii	Frank J. Drees, dir., div. of adult educ., Dept. of Pub. Instr., P.O. Box 2360, Honolulu 4, Hawaii
Illinois	Wayne C. Shiffer, dir. adult educ., Office of the Supt. of Pub. Instr., Rm. 302, State Office Bldg., Springfield, Ill.
Iowa	Charles H. Johnston, coord., Civil Defense Educ., State Dept. of Pub. Instr., Des Moines, Iowa
Kentucky	C.F. Esham, coord. of educ. servs., rural dev. prog., State Dept. of Educ., Frankfort, Ky.
Louisiana	A. Larriviere, dir. of adult educ., State Dept. of Educ., Baton Rouge, La.
Maine	John C. Cass, state dir. of guid. & adult educ., State Dept. of Educ., State House, Augusta, Maine
Maryland	Geneva E. Flickinger, state superv. of adult educ., State Dept. of Educ., 301 W. Preston St., Baltimore, Md.
Massachusetts	Franklin P. Hawkes, dir. of univ. ext., State Dept. of Educ., 200 Newbury St., Boston, Mass.
Michigan	Jack R. Rombouts, chief, adult and higher educ., Michigan Dept. of Pub. Instr., Lansing, Mich.
Minnesota	Elmer A. Mueller, state dir. of adult educ., Centennial Bldg., St. Paul, Minn.
Nevada	John W. Bunten, state dir. of adult & voc. educ., voc. div., State Dept. of Educ., State Capitol, Carson City, Nev.

State	Director
New Jersey	Clyde E. Weinhold, dir. of adult educ., State Dept. of Educ., 175 W. State St., Trenton, N.J.
New Mexico	Clarence M. Hill, dir. of adult civil defense, State Dept. of Educ., State Capitol Bldg., P.O. Box 999, Santa Fe, N. Mex.
New York	R.J. Pulling, chief, bur. of adult educ., State Dept. of Educ., Albany, N.Y.
Ohio	Karl F. Kessler, superv. of adult educ., State Dept. of Educ., Rm. 606, State Office Bldg., Columbus, Ohio
Pennsylvania	Alfred S. Holt, coord., div. of ext., State Dept. of Pub. Instr., Harrisburg, Pa.
Rhode Island	William Farrell, State Dept. of Educ., Roger Williams Bldg., Hayes St., Providence, R.I.
South Carolina	Mrs. Lutitia I. Anderson, superv. of adult educ., State Dept. of Educ., Columbia, S.C.
Texas	M.A. Browning, Texas Education Agency, 314 State Office Bldg., 11th & Brazus Sts., Austin, Texas
Utah	Avard A. Rigby, state dir. of adult educ., 223 Capitol Bldg., Salt Lake City, Utah
Virginia	Gordon Falleson, superv. of adult educ., State Bd. of Educ., Richmond, Va.
Washington	Lloyd J. Elias, asst. state supt. for comm. colleges & adult educ., Old Capitol Bldg., Olympia, Wash.
Wisconsin	Richard W. Whinfield, superv. guid. & gen. adult educ., 14 N. Carroll, Madison, Wisc.
Commonwealth of Puerto Rico	Federico Jose Modesto, asst. sec. for adult educ. & cultural ext. servs. State Dept. of Educ., Hato Rey, P.R.

(In other states, write directly to the State Commissioner of Education, State Capitol Building.)

STATE AND REGIONAL ASSOCIATIONS OF PUBLIC SCHOOL ADULT EDUCATORS AND THEIR PRESIDENTS

California Association of Adult Education Administrators
President: Wiley Garner, Long Beach City College
General Adult Division
701 Locust Avenue
Long Beach, California

California Council for Adult Education
President: Myrtle Lord
105 44th Street
Sacramento, California

Colorado Association for Public School Adult Education
President: Orville G. Eastman, Director of Adult Education
Englewood Public Schools
4101 South Bannock
Englewood, Colorado

Connecticut Association of Public School Adult Educators
President: Franklin E. Johnson, Adult Education Director
380 Church Street
Naugatuck, Connecticut

Florida Adult Education Association
President: Marcus G. Rankin
Post Office Box 1111
Daytona Beach, Florida

Hawaii Adult Education Association
President: Philip Iha
3467 Maunalei Avenue
Honolulu, Hawaii

Louisiana Association of Public School Adult Educators
President: John D. LeBlanc
210 E. St. Peters Street
New Iberia, Louisiana

Michigan Association of Public School Adult Educators
President: Allen Matherne, Director of Community Services
Flint Community Junior College
1401 East Court Street
Flint, Michigan

Mississippi Public School and Junior College Adult Education Association
President: Robert M. Mayo, Administrative Assistant
Hinds Junior College
Raymond, Mississippi

Nassau County Association of Public School Adult Educators
President: Robert F. Sodemann, Director of Adult Education
Oceanside High School
2477 Long Beach Road
Oceanside, New York

New York Association of Public School Adult Educators
President: William C. Rochelle, Jr.,
108 Union Street
Schenectady, New York

Ohio Association of Public School Adult Educators
President: Kenneth Herbert, Director of Adult Education
Youngstown City Public Schools
Choffin Vocational School
215 N. Walnut Street
Youngstown, Ohio

Oklahoma Association of Public School Adult Educators
President: Henry Jacobs
Woodward Public Schools
Woodward, Oklahoma

Texas Association of Public School Adult Educators
President: George Telge
1129 Ridgeley
Houston, Texas

Utah Association of Public School Adult Educators
President: Alton P. Hadlock, Director, Statewide Services
University of Utah, Extension Division
P.O. Box 200
Salt Lake City, Utah

Washington Association of Public School Adult Educators
President: Calvin M. Watness
4500 Steilacoom Boulevard, S.W.,
Lakewood Center, Washington

Wisconsin Association for Vocational and Adult Education
President: Glenn Olwell
113 North Carroll Street
Madison, Wisconsin

GRADUATE PROGRAMS IN ADULT EDUCATION

UNIVERSITY OF BRITISH COLUMBIA
Vancouver, B.C.
Verner, Coolie

BOSTON UNIVERSITY
School of Education
Boston 15, Massachusetts
Knowles, Malcolm S.

BRIGHAM YOUNG UNIVERSITY
Provo, Utah
Alley, Stephen L.

UNIVERSITY OF BUFFALO
Buffalo, New York
Minich, Carl E.

UNIVERSITY OF CALIFORNIA
School of Education
Berkeley, California
London, Jack
Zahn, Jane

UNIVERSITY OF CALIFORNIA
School of Education
Los Angeles, California
Dickerman, Watson
Kaplan, Abbott

UNIVERSITY OF CHICAGO
Judd Hall
Chicago 37, Illinois
Griffith, William
Houle, Cyril O.
Litchfield, Ann

COLUMBIA UNIVERSITY
Institute of Adult Education
Teachers College
New York 21, New York
Essert, Paul L.
Spence, Ralph B.

CORNELL UNIVERSITY
Ithaca, New York
Leagans, J. Paul

FLORIDA STATE UNIVERSITY
School of Education
Tallahassee, Florida
Aker, George
Schroeder, Wayne L.

INDIANA UNIVERSITY
Bloomington, Indiana
Atwood, Mason
Bergevin, Paul
Morris, Dwight H.
McKinley, John
Smith, Robert M.

UNIVERSITY OF MICHIGAN
School of Education
Ann Arbor, Michigan
Jensen, Gale
McCluskey, Howard

MICHIGAN STATE UNIVERSITY
School of Education
East Lansing, Michigan
Dillon, Harold

UNIVERSITY OF NEBRASKA
Adult Education Research
Lincoln, Nebraska
Knox, Alan

OHIO STATE UNIVERSITY
College of Education
Columbus, Ohio
Hendrickson, Andrew

SYRACUSE UNIVERSITY
School of Education
Syracuse, New York
Charters, Alexander N.

GRADUATE PROGRAMS IN ADULT EDUCATION, continued

UNIVERSITY OF WISCONSIN
Madison, Wisconsin
- Bjoraker, Walter T.
- Boyd, Robert
- Clark, Robert
- Dalrymple, Julia I.
- Kreitlow, Burton W.
- Thiede, Wilson

UNIVERSITY OF WYOMING
Laramie, Wyoming
- Jensen, Glenn

NAPSAE PROJECT COMMUNITIES
1960 - 1964

Full-time leadership made possible through a training grant by The Fund for Adult Education.

FAYETTEVILLE, ARKANSAS
Dr. Wayne H. White, Superintendent
Jerrell Terrell, Director
Fayetteville Public Schools
Fayetteville, Arkansas

LOMPOC, CALIFORNIA
Glendon F. Wegner, Superintendent
Warren W. Brenner, Director
Lompoc Unified School District
200 South M Street
Lompoc, California

FORT COLLINS, COLORADO
Dr. I.K. Boltz, Superintendent
Howard Zollner, Director
Poudre School District #1
317 S. College Avenue
Fort Collins, Colorado

EAST AURORA, ILLINOIS
Dr. Herman S. Green, Superintendent
Gordon Simonsen, Director
East Aurora High School
East Aurora, Illinois

JEFFERSON COUNTY, KENTUCKY
Dr. Richard VanHoose, Superintendent
Lloyd Redman, Director
Jefferson County Board of Education
3332 Newburg Road
Louisville, Kentucky

BALTIMORE COUNTY, MARYLAND
Dr. E. Guy Stapleton, Superintendent
Clarence Leisinger, Supervisor
Baltimore County Public Schools
212 Aigburth Road
Towson, Maryland

AUSTIN, MINNESOTA
Dr. Irwin P. Michelson, Superintendent
James Flannery, Director
Austin Public Schools
Independent School District #492
Austin, Minnesota

HERKIMER, NEW YORK
Dr. Arnold B. Copping, Superintendent
Edwin Komendarek, Director
Herkimer Public Schools
Steuben School Shopping Center
Herkimer, New York

MIDDLETOWN, NEW YORK
Dr. Thor Krogh, Superintendent
James O'Toole, Director
Middletown Enlarged City School System
159 Prospect Avenue
Middletown, New York

POUGHKEEPSIE, NEW YORK
Dr. Edwin L. Hunger, Superintendent
Rudolph Albanese, Coordinator
Poughkeepsie Public Schools
Board of Education
Poughkeepsie, New York

CANTON, OHIO
Dr. Gordon Humbert, Superintendent
James R. Dorland, Supervisor
Canton Public Schools
800 Market Avenue, North
Canton, Ohio

NAPSAE PROJECT COMMUNITIES, continued

McALESTER, OKLAHOMA
S. Arch Thompson, Superintendent
Harold Hedges, Director
McAlester Public Schools
McAlester, Oklahoma

WARREN, RHODE ISLAND
Dr. Eugene Melville, Superintendent
Donat Brochu, Director
Warren Public Schools
Warren, Rhode Island

OCONEE COUNTY, SOUTH CAROLINA
Dr. T.V. Derrick, Superintendent
Gerald F. Davis, Director
Oconee County Public Schools
P.O. Box 217
Walhalla, South Carolina

WEBER COUNTY, UTAH
Dr. William R. Boren, Superintendent
R. Glen Miller, Director
Weber School District
1122 Washington Boulevard
Ogden, Utah

NEW LISBON, WISCONSIN
Robert D. Houg, Superintendent
Morris A. Severson, Director
New Lisbon Public Schools
New Lisbon, Wisconsin

FEDERAL LAWS INVOLVING ADULT EDUCATION

1. AMENDMENTS TO THE MANPOWER DEVELOPMENT AND TRAINING ACT, PUBLIC LAW 88-214. This provides for general education for youths and basic education for unemployed adults. The Act is intended to provide the minimum general education and occupational training for unemployed youth and adults necessary to make it possible for them to secure employment and to be taken off the unemployment compensation and/or relief rolls. The general education amendments, subsections (b) and (i) of Section 202 of this Law, strengthen state assistance to local schools in adult education, including consultative help for stimulation of projects.

   These programs are administered through the offices of the Chief State School Officers.

2. THE COMMUNITY WORK AND TRAINING PROGRAMS OF SECTION 105A OF PUBLIC LAW 87-543. These programs are authorized by amendments to the Social Security Act. They make funds available for general education and/or occupational education for certain categories of persons on relief and their dependents, and for persons who are likely to become relief clients. Welfare funds are available from the Department of Health, Education and Welfare for distribution by the state welfare, public assistance, or public aid department. The state department of education can, by agreement or under legislative act, provide such educational services to adults. Nearly twenty states now have programs in operation and others are developing the necessary relationships between the two state agencies.

3. THE VOCATIONAL EDUCATION ACT OF 1963, PUBLIC LAW 88-210. This Law eliminates many narrow categorical limitations among the purposes to be supported by the new monies available for vocational education, and provides funds for educational programs for persons who have academic, socio-economic or other handicaps. It is possible to attack academic handicaps through general education programs at the secondary school level and through adult education programs.

4. TITLE II, PART B OF THE ECONOMIC OPPORTUNITY ACT, PUBLIC LAW 88-452. This provides $25,000,000 to the states to provide programs of adult basic education. This section puts the responsibility on the state education agency to develop plans and to organize and administer programs in partnership with local school systems to educate undereducated adults. It makes funds available to employ professional staff persons to carry on these functions.

PART A OF TITLE II IN THIS SAME ACT, "COMMUNITY ACTION PROGRAM," provides for cooperative relationships and coordination within each state of educational, welfare, and manpower utilization programs. Cooperating programs under this Title are usually administered by a special state agency reporting directly to the Governor. If planned in cooperation with other agencies, this Title may, in some states, be interpreted to provide for high school equivalency for individuals falling within the "poverty definition" of the Act.

ADULT EDUCATION PUBLICATIONS and PROFESSIONAL MEMBERSHIP

Available From NAPSAE

1201 Sixteenth St., N.W., Washington, D.C. 20036

Simply fill in quantity you want beside each item, write your name and address in form on last page, clip out both pages and send them to NAPSAE.

Quantity discounts on all handbooks: 2-9 copies, 10 percent; 10 or more copies, 20 percent.

HANDBOOKS

Quantities

☐ **A TREASURY OF TECHNIQUES FOR TEACHING ADULTS**
Describes some blocks to adult learning and how to remove them; tells how to plan adult courses, group classes, and lead discussion sessions. Describes laws of adult learning. A wealth of practical information in a new 48-page booklet. Single copy, $1.

☐ **TEACHING READING TO ADULTS**
A "must" for everyone who teaches reading to adults at any level. Tells how to test an adult's reading level, describes teaching techniques and suggests materials for use with adult students, whether elementary, intermediate or developmental. 72 pages. Single copy, $1.

☐ **HOW ADULTS CAN LEARN MORE--FASTER**
NAPSAE's all-time best-seller, now translated into three languages. Tells adults how to study, take tests, read faster, memorize, get more out of group participation, use their spare time effectively. 48 pages, with two-color cover, many illustrations. Single copy, $1.

☐ **WHEN YOU'RE TEACHING ADULTS**
This concise 24-page manual serves as an idea-replenisher for experienced teachers, and a guide-post for teacher evaluation. It's the basic text for in-service training programs. Tells how to get the first class meeting underway, how to involve students, use textbooks, and much more. Single copy, 40¢.

☐ **COUNSELING AND INTERVIEWING ADULT STUDENTS**
Shows how to conduct interviews with adult students most effectively; tells what is meant by counseling and how teachers can make counseling an important part of their adult program. Includes checklists for teachers and students. 24 pages. Single copy, 40¢.

☐ "AIDS TO TEACHERS OF ADULTS" SERIES
Complete sets of five handbooks described above. A $3.80 value. $3 per set. No discount on sets.

☐ PUBLIC SCHOOL ADULT EDUCATION: A GUIDE FOR ADMINISTRATORS
New, revised 1963 edition of the "bible" of adult education administration. Tells how to develop curriculum and make it work; how to set up facilities, select and train teachers, finance an adult program, get state aid, plan promotion, set up advisory committees. Durable hardback book with three-color jacket. Single copy, $5.

☐ IN-SERVICE TRAINING FOR TEACHERS OF ADULTS
Provides adult education director with tangible helps in conducting training meetings with his teachers. The 24-page book outlines three two-hour in-service training sessions; is as close to being a "packaged program" as possible. Lots of specific ideas and guidelines. Single copy, $1.

☐ THE CASE FOR ADULT EDUCATION
Provides facts, figures, and "quotable quotes" from notable persons, to help you promote the idea of adult education with your own staff and colleagues as well as with the general public. One chapter tells what local citizens and leaders can do to promote adult education. 24 pages. Single copy, 40¢.

☐ CIVIC EDUCATION: PROGRAMS FOR ADULTS
Helps directors develop programs in the "hard-to-do" areas of liberal adult education. Shows how to identify citizens' needs and interests, how to plan, administer, and evaluate programs. 64 pages. Single copy, $1.

☐ NAPSAE YEARBOOK: FOCUS ON PUBLIC SCHOOL ADULT EDUCATION, 1964. NAPSAE's fourth official yearbook, contains articles of permanent interest to all public school adult educators. New research, reviews of legislation, salary studies, important speeches are included in this publication. $2 to NAPSAE members; $5 to non-members.

☐ IMPACT
Dynamic photo-documentary of the social problems affecting modern American communities, and what public school adult education is doing and can do to help solve them. Based on case histories from actual adult programs throughout the country. Ideal for building support for adult education among local community leaders and organizations. Single copy, $1.

☐ OPERATION ALPHABET HOME-STUDY BOOK
A workbook for students in adult basic education classes. Provides practice reading materials, helps students try their new writing skills. Prepared by a group of specialists in literacy education in the Philadelphia Public Schools to supplement the Operation Alphabet TV series, this workbook is also widely used in regular adult classrooms. Single copy, $2.

PERIODICALS

☐ **TECHNIQUES For Teachers of Adults**
is a four-page monthly newsletter issued eight times a year. Easy-to-read non-technical language, up-to-the-minute ideas. Popular with teachers and administrators as in-service training tool. Annual subscription (includes Associate Membership), [redacted] $3.

☐ **SWAP SHOP For Administrators**
is a four-page newsletter for adult education administrators issued six times a year. Its first three pages are devoted to recent developments in a specific area--basic education, the dropout, etc. Last page describes successful courses around the country. Annual subscription, $3.

Note: Complete sets of the above newsletters for 1960-61, 1961-62, 1962-63 are available at $2 per set.

☐ **PULSE of Public School Adult Education**
is a four-page newsletter issued eight times a year by NAPSAE's executive secretary to inform membership of Association activities, legislation, personnel changes, new adult programs, other news of public school adult education. Free to Active Members. Annual subscription, $3.

☐ **PUBLIC SCHOOL ADULT EDUCATOR'S ALMANAC, 1965**
New, revised NAPSAE yearbook. Includes Membership Directory; report on federal legislation; NAPSAE year in review; names of NAPSAE officers, board members, committee chairmen; recent adult education research; NAPSAE financial statement and Awards recipients; other useful resource information. Available in January, 1965. Single copy free to Active Members at time of publication; $2 to Associate Members; $5 to non-members.

FILMOGRAPH AND FILM

☐ **IMPACT FILMOGRAPH**
A 12-minute filmograph based on the IMPACT brochure described above. For showing to P-TA groups, luncheon clubs, local professional associations, town meetings, service clubs, business, labor, and other local leaders, and on television. Price on request.

color ☐
b & w ☐

LEARNING FOR LIFE
The adult education story told in a dramatic 28-minute film documentary. The viewer sees a variety of learning situations, hears students tell why they are continuing their schooling, learns about the principles of adult education and the opportunities that lie in continued learning. The adult education director is shown as a leader to whom the public may turn for help in meeting community needs. Free preview prints available; you simply pay express charges both ways. Black & White, $35; Color, $75. (Price includes print, reel, can, and shipping case.)

NAPSAE MEMBERSHIP

☐ **ACTIVE MEMBER**

Active Membership in NAPSAE is open to present and former members of the adult education staffs of state and local public school systems. The Active Member receives all periodicals as part of his membership. These include PULSE, TECHNIQUES, SWAP SHOP, and the ALMANAC (includes the DIRECTORY). He is entitled to all services and benefits of the Association, including the right to vote and hold office (Annual Dues, $10, includes listing in the Directory).

☐ **ASSOCIATE MEMBER**

The Associate Member receives TECHNIQUES, all services and benefits of the Association but may not vote or hold office (Annual Dues, $3).

☐ **SUBSCRIBER TO COMMUNICATIONS SERVICE**

A comprehensive subscription service for those individuals or organizations not eligible for Active Membership. Includes all publications and services which the Active Member receives, except the right to vote or hold office. Annual subscription, $10, includes listing in the Directory.

Bill Me ☐ Bill School or Business ☐

Orders of $2 or less MUST be accompanied by payment

Name: _____

Title: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Return this order form to: The National Association for Public School Adult Education
1201 Sixteenth Street, N.W.,
Washington, D.C. 20036

ERIC Clearinghouse
JAN 29 1969
on Adult Education